

2022 Scope & Sequence

Faculty: CAPAL

Subject: DANCE

Year: 10

T E R M	1	2	3	4	5	6	7	8	9	10	11	
1	<p>Professional Development Day:</p>	<p>Project: Elements of Dance Bootcamp Topic/Unit: Introduction to the Elements of Dance, Performance (Dance Technique and Safe Dance Practice) and Composition Skills. Students will gain the knowledge/ skills needed for composition and performance as well as the ability to use dance terminology. Students will participate in a series of choreographic games and dance technique masterclasses. Timing: 5 x 100-minute lessons Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.4.1 Skills: Dance technique, performance quality, body skills, communicating through movement, creativity in composition. 4C's: Communication, Creative thinking, Collaboration, Teamwork, make and express meaning (connects with and interprets), focus (self-controlled and confident), grit (determines), think how and why (solve problems) Assessment dates and weightings: N/A</p>			<p>Project: All That Jazz Topic/Unit: Students will explore dance technique through the lens of Jazz Dance. They will study elements of musical theatre, jazz dance and Bob Fosse and develop their performance skills. and dance technique. The will also develop their Dance analysis skills through a literacy lens looking at the impact and influence of Bob Fosse on Jazz Dance and Musical Theatre. Timing: 9 weeks Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.4.1 Skills: Performance Quality, Dance Technique, Body Skills, Communication through Performance, Collaboration, Critical Thinking, Dance Analysis, Safe Dance Practice, manipulating the elements of Dance FoN: Statistics and Probability - interpreting and representing Data - influence impact of Bob Fosse on jazz dance and musical theatre; Graphs and Tables - over the course of the project - put data into graph of their own improvement in jazz technique Literacy: Extended Response Writing, Cohesive Devices, Precision devices, Academic Voice, Making Connections, Visualising, Predicting, Questioning 4C's: Grit (determined and resilient), Focus, Teamwork (commits to the group), Influence, Think how and Why, Makes and Express Meaning (connects with and interprets) Assessment dates and weightings: Assessment Task 1 - Term 2 - Week 2 - 40% Jazz Class Performance Appreciation - 40% 5.1.1, 5.1.2, 5.1.3. 5.3.2, 5.3.3</p>							

T E R M	1	2	3	4	5	6	7	8	9	10
2	All that Jazz cont.	<p>Project: Name in Lights Topic/Unit: Name in Lights Students will explore the composition process to develop a site-specific composition. There will be a focus on motif development. Students will also learn valuable film skills and techniques to film their compositions for the Kurri Film Festival. Students will participate in an excursion to Newcastle to explore Site-Specific Dance. Timing: 10 weeks Outcomes: 5.2.1, 5.2.2, 5.4.1, 5.3.1, 5.3.3 Skills: Creativity in composition, communication through movement, composition, manipulation of the elements of Dance, collaboration in group task FoN: Number Sense and Algebra: understanding money, operating with decimals, Measurement and Geometry: Measuring time (planning for excursion) Literacy: Reflective writing, RAP, TEEEC paragraphs, Logbook entries, Cohesion - Theme Position/TEEEEC/Connectives; Authority - SST 4C's: Curiosity, Focus, Teamwork, Empathy, Influence, Build new ideas, Think how and Why Assessment dates and weightings: Assessment Task 2 - Term 3 - Week 2 - 20%. Site-Specific Composition - 20%. 5.2.1, 5.2.2</p>								

T E R M 3	1	2	3	4	5	6	7	8	9	10
	Name in Lights cont.		<p>Project: Leap of Faith</p> <p>Topic/Unit: Students will continue to develop their contemporary dance technique and knowledge of safe dance practice with a focus on elevation. They will develop a composition following the process. They will gain an understanding of the development of Modern Dance and learn about the different Pioneers of Modern Dance.</p> <p>Timing: 8 weeks</p> <p>Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1</p> <p>Skills: Dance Analysis, Communication through movement, Creativity in composition, Dance Technique, performance quality, manipulation of the elements of dance, safe dance practice, collaboration, critical thinking</p> <p>Literacy: Dance analysis, academic voice, Cohesion - Theme Position/TEEEC/Connectives; Given and New; Authority - SS; Nominalisation - Precision: Packed Noun Groups, Visualising, Predicting, Making connections</p> <p>Numeracy: Measurement and Geometry: Understanding units of measurement: Understanding geometric properties</p> <p>4C's: Think why and how, make and express meaning, build new ideas, curiosity, grit, focus, teamwork</p> <p>Assessment dates and weightings: Assessment Task 3 - Term 10 - 40%. Performance of Contemporary Composition & Appreciation - 40%. 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2</p>							

T E R M 4	1	2	3	4	5	6	7	8	9	10	11
	<p>Project: Let Me Be Your Star</p> <p>Topic/Unit: Students will prepare and practice performance pieces for MAAD Night. As a class they will develop a second class performance (contemporary) as well as a composition in the genre of their choice</p> <p>Timing: 10 weeks</p> <p>Outcomes: 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1</p> <p>Skills: communication through movement, Creativity in composition, Dance Technique, performance quality, manipulation of the elements of dance, safe dance practice, collaboration, body skills, collaboration</p> <p>Numeracy: Planning for MADD night; Understanding money; Measuring time; Understanding decimals; Graphs and tables; Interpreting data</p> <p>Literacy: Dance analysis, extended response, reflective writing, log book entries</p> <p>4C's: grit, curiosity, think how and why, make and express meaning, teamwork, influence, empathy</p> <p>Assessment dates and weightings: N/A</p>										